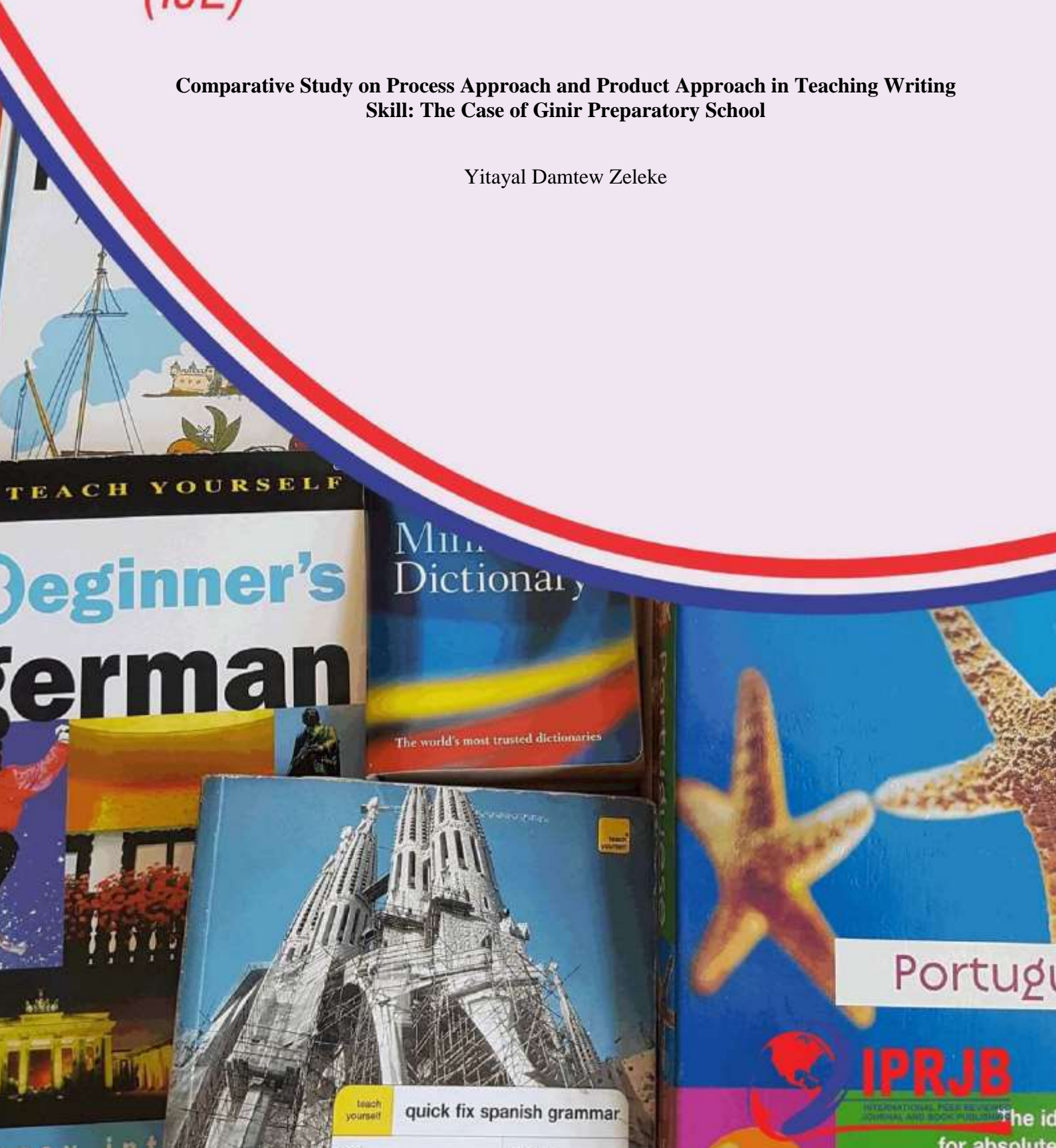


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**Comparative Study on Process Approach and Product Approach in Teaching Writing  
Skill: The Case of Ginir Preparatory School**

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**Abstract**

**Purpose:** The purpose of this study was to find the possible difference among Ginir preparatory school grade 11 EFL learner's writing ability in terms of two writing approaches of product and process approach.

**Methodology:** The participants of the study were 90 grade 11 students who are comprehensively selected. The researcher divided research participants into two groups of 45 students through taking their intact class. Both groups were exposed to the two different approaches. The first group was exposed to the product approach of teaching writing skills and the second group to the process approach of teaching writing skills. In order to compare the effectiveness of two different writing approaches, the researcher gave two identical post-tests (cause-effect and procedural) to both groups.

**Findings:** The finding revealed that Process approach of teaching writing skills was proven to be effective approach to improve grade 11 students writing skills in Ginir preparatory school.

**Unique Contribution to Theory, Practice and Policy:** Based on this finding the researcher recommended to all grade 11 English as foreign language teachers to adopt process approach of teaching writing skills to improve their students writing performances.

**Keywords:** *Process Approach, Product Approach*

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## INTRODUCTION

English language writing skills is an integral as well as one of the most important language skills for those who want to learn English language. According to, Graham, S. et al. (2022), Learning and teaching this skill requires special attention as it is the process of transforming thoughts and ideas into written communication. So, writing proficiency plays a significant role in conveying a written message accurately and effectively.

English as a foreign language writing did not attract much attention until the 1960s; however, there has been a surge in interest recently, given the ever-increasing pressure to publish internationally among graduate students and academics as well as the universal desire to participate in commerce in the globalized world (Hyland, 2015). In response to this growing demand on writing in English, both academically and professionally, English as a Foreign language writing teachers have embarked on a search for the most efficient and effective approach to enhancing student writing.

Researchers in English language teaching and learning have come up with different theories regarding how best language is thought. So far, there is no consensus among scholars on how a language particularly a foreign language is best thought (Rakrak, M. 2022). Among the four English language skills, writing is usually regarded as the most difficult skill both to teach and learn; and scholars always debate on the best approach to teach this skill (Chitravelu, Sithamparam, and Teh, 2005).

At present, there are different approaches to the teaching of writing. The most commonly used ones are the product approach, the process approach, and the genre approach. Teachers who are advocates of the product approach claim that it should not be assumed that students are able to produce formally structured and coherent written products because knowledge about syntactic structures, grammar, and conventions of the target language are instinctive. According to Naibaho, L. (2022), analysing the aspects of the language a person is learning is vital and required in the process of learning to write. In other words, equipping learners with knowledge and understanding of the rhetoric and conventions of the target language must be a requisite of writing instruction.

On the other hand a lot of scholars believed that process approach to teaching writing helps the learners to initiate writing and also builds up confidence. Kroll (2001) stated that, in process approach student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts. In other words, a process approach helps teachers to focus on the classroom activities that can be developed to help the learners start writing in the classroom itself. It serves as a helpline for the learners through which they can feel confident about writing, and master this complex skill by subjecting themselves to the various stages of writing.

In terms of genre writing, Hyland (2003) as cited in (Dirgeyasa, 2016) proclaims that: Genre implies that students to write not just to write but to write something to achieve some purposes such as it is a way of getting something done, to get things done, to tell story, to request an overdraft, to describe a technical process, to report past event, and so on, we follow certain social convention for organizing messages because we want our readers to recognize our purpose. Hyland implies that the purpose of genre writing is not only to enable the writer to write, but also the writer writes to pursue a certain goal. For example, how to retell, how to

report, how to describe, how something is done or how something is carried out, etc. In this case, the writers need to use a certain social convention, linguistic features, and rhetoric structure of the text.

Generally writing is an important language skill, and learning to write is not an easy endeavour, especially for English as a foreign language (EFL) students. An effective EFL writing instruction, therefore, plays a significant role in helping EFL students deal with writing problems efficiently and approach writing tasks effectively. Based on this premise, the present study aims at investigating the effect of two alternative writing approaches, process approaches and product approaches, on grade 11 Ginir preparatory school EFL students' writing performance and to find out which of this approach is more effective.

## **METHOD**

The main objective of the study is to compare the effect of two alternative teaching writing skills approaches, process approach and product approach on grade 11 EFL students' writing performance and to find out which of this approach is more effective. To this end, the researcher employed experimental research design. Two participant groups "A and B" were assigned randomly by lottery method, and they all took writing pre-test before the treatment. For 10 week (two hours per week), group A students received academic argumentative essay writing instruction that was product-oriented, while group B students were taught academic argumentative essay writing based on process writing model. After the treatment, all participants took writing post-test.

### **Research Hypotheses**

The researcher used two forms of hypotheses towards the research:

#### **Null Hypotheses (H<sub>0</sub>)**

There is no significant difference among grade 11 students' essay writing ability in terms of product and process writing approaches.

#### **Alternative Hypotheses (H<sub>1</sub>)**

There is a significant difference among grade 11 students' essay writing ability in terms of product and process writing approaches.

## **RESULTS**

The analysis of covariance (ANCOVA) was used for all the comparisons in this study. In occasions like the intact classes such as the recruitment condition in the present study and with the existence of pre/post-testing design, ANCOVA controls for all the pre-test score differences (Larsen-Hall, 2010) so that "the only differences that remain are related to the effects of the groupings (IVs)" (Tabachnik & Fidell, 2007, p. 196).

The other rationale to use ANCOVA in this study had to do also with controlling the initial pre-test differences while comparing post-test scores across both groups. In the present study, since the number of the participants in each group was the same in the pre-test, and it was not assumed that the groups might have performed differently from one another. However, if there is any this initial pre-test difference were controlled via the ANCOVA test.

In order to inspect the normality of the data, descriptive statistics of the two experimental groups regarding their previous level of writing skills, and writing ability were obtained. The

obtained results indicated that the distribution of scores for the participants' writing ability has slight difference.

**Table 1: Marginal Error Difference between the Two Group of the Students**

**Dependent Variable: Pre-test**

Group of the students	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Process approach	52.844	1.439	49.985	55.704
Product approach	53.644	1.439	50.785	56.504

As it is indicated in Table 1, there was a slight difference between the mean of process approach groups ( $M = 52.844$ ) and product approach group ( $M = 53.644$ ). The product group mean is slightly higher than the process group. However the magnitude of the differences in the means (mean difference = 0.08) is not very large. Next, the assumption of equality of variance was checked through running the Levine's Test of Equality of Error Variances (Table2).

**Table 2: Levene's Test of Equality of Error Variances<sup>a</sup>**

**Dependent Variable: Pre-test**

F	df1	df2	Sig.
.012	1	88	.914

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + group

As indicated in the above table, the assumption of equality of variance is not violated as the Sig. value is much larger than the .05 cut-off value (Levene's  $F(1, 88) = .0914$ ,  $p = .914$ ). This indicates that the two groups are equal in their previous scores in previous writing term.

**Table 3: Tests of Between-Subjects Effects**

Dependent Variable: pre-test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	14.400 <sup>a</sup>	1	14.400	.155	.695	.002
Intercept	255147.378	1	255147.378	2738.093	.000	.969
group	14.400	1	14.400	.155	.695	.002
Error	8200.222	88	93.184			
<b>Total</b>	<b>263362.000</b>	<b>90</b>				
<b>Corrected Total</b>	<b>8214.622</b>	<b>89</b>				

a. R Squared = .002 (Adjusted R Squared = -.010)

The above table indicates whether the two groups are significantly different in terms of their writing skills prior to the main research itself. As reported in Table 3, the pre-test scores result of the groups shows that there was no a significant difference between the two intervention groups on the writing skills ability  $F=.155$ ,  $P=.695$  partial eta squared = .002 representing a small effect size. This indicates that that there is no significant difference on the pre-test scores of the two groups. Having the three ANCOVA assumptions checked and met, the researcher could legitimately opt for the ANCOVA test.

**Table 4: Homogeneity of Regression Analysis**

<b>Tests of Between-Subjects Effects</b>					
<b>Dependent Variable: Post Test</b>					
<b>Source</b>	<b>Type III Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Corrected Model	9838.927 <sup>a</sup>	3	3279.642	91.189	.000
Intercept	1225.171	1	1225.171	34.065	.000
group	31.099	1	31.099	.865	.355
pretest	5017.336	1	5017.336	139.504	.000
group * pretest	51.506	1	51.506	1.432	.235
Error	3093.029	86	35.965		
<b>Total</b>	<b>365370.000</b>	<b>90</b>			
<b>Corrected Total</b>	<b>12931.956</b>	<b>89</b>			

a. *R Squared* = .761 (*Adjusted R Squared* = .752)

The third row in Table 4 indicates that the assumption of homogeneity of regression slopes was met ( $p > .05$ ). The fifth row (Pre-test) shows that the two groups were not significantly different from each other on the pre-test (i.e., covariate) ( $p > .05$ ).

**Table 5: Difference in the Mean Scores in the Post-Test of the Two Groups**

<b>Descriptive Statistics</b>			
<b>Dependent Variable: posttest</b>			
<b>The approaches</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
Product approach	55.33	8.741	45
Process approach	69.82	10.495	45
<b>Total</b>	<b>62.58</b>	<b>12.054</b>	<b>90</b>

From Table 5 we can understand that students from Product approach group achieved the lowest mean ( $M=55.33$ ) in comparison to students from Process approach groups ( $M=69.82$ ) on the delayed post-test in-sum. However, the mean differences, in the descriptive table, were statistically measured to ascertain if the two groups were significantly different from one another on the delayed post-test in-sum. ANCOVA was utilized for this purpose with the effect of the initial pre-test scores in-sum as a covariate. The score on the delayed post-test in-sum formed one dependent variable. The normality was already ensured and the homogeneity of variances was checked via Levene's test (See Table below),

**Table 6: Levene's Test of Equality of Error Variances<sup>a</sup>**

<b>Dependent Variable: Post-Test</b>			
<b>F</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
2.700	1	88	.104

*Tests the null hypothesis that the error variance of the dependent variable is equal across groups.*  
 a. Design: Intercept + pretest + Groups

It was necessary to compare these results while controlling for the effect of the pre intervention texts. Therefore, ANCOVA was conducted in order to compare the scores of the groups. The above Leven's test indicates a Sig. value of above .05, that is,  $p = .104$  which means that the

variances were equal and that the assumption of equality of variances had not been violated. Table 7 below gives us a summary of the main ANCOVA result:

**Table 7: A Summary of ANCOVA Results For the Comparison of Scores Awarded to the Paragraph Writing Indicating Overall Writing Quality of the Two Groups**

**Tests of Between-Subjects Effects**

**Dependent Variable: post-test**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	9787.421 <sup>a</sup>	2	4893.711	135.395	.000	.757
Intercept	1205.004	1	1205.004	33.339	.000	.277
pretest	5064.043	1	5064.043	140.107	.000	.617
Groups	5133.152	1	5133.152	142.019	.000	.620
Error	3144.534	87	36.144			
<b>Total</b>	<b>365370.000</b>	<b>90</b>				
<b>Corrected Total</b>	<b>12931.956</b>	<b>89</b>				

a.  $R^2 = .757$  (Adjusted  $R^2 = .751$ )

The difference between the means of the post-test of the students from process approach and the students from product approach groups were established through the analysis of covariance (ANCOVA). Using ANCOVA, the homogeneity of regression across groups was tested. An analysis of covariance between the two research groups, with the post-intervention writing scores as the dependent variable and the pre-intervention writing scores as the covariate, indicated that the groups differ significantly in the quality of their writing.

The above table shows that both groups of students scored significantly higher percentage of marks awarded to their writing samples compared to their pre-test scores,  $p = .00 (<.05)$ . Eta Squared analysis indicated that 62% of the increase in the paragraph writing improvement.

**Table 8: Estimated Marginal Means**

The Approaches				
Dependent Variable: Post-Test				
The Approaches	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Product approach	55.019 <sup>a</sup>	.897	53.237	56.801
Process approach	70.137 <sup>a</sup>	.897	68.354	71.919

a. Covariates appearing in the model are evaluated at the following values: pretest = 53.24.

As a significant difference between the groups was observed, planned contrasts were carried out to determine where the differences were. Table 8 displays the results of these planned contrasts. According to Table 8, Product approach students had the lowest mean score ( $M=55.01$ ) in the immediate post-test in comparison to the students from Process approach groups ( $M=70.13$ ).

Overall, preliminary checks were conducted to ensure that there was no violation of the assumptions of ANCOVA. After adjusting for the initial pre-test differences, there was a statistically significant difference among the two groups in the immediate post-test scores. The results also reveals that the significant differences between the two groups detected by the

ANCOVA were due to the differences between the Product approach and the Process approach,  $p=.897 < .05$ . These results suggest that the intervention of the Product approach and the Process approach groups made a contribution to the participants' improvement on the test at the delayed post-test.

### **Conclusions**

The present study compares the effectiveness of the two alternative approaches of teaching writing skills namely; process approach and product approach among Ginir preparatory school grade 11 EFL students. In accordance to the research finding, student's argumentative essay writing performance was significantly different before and after the treatment using process writing approach. Process writing approach was proven to be effective approach to improve students' writing skill of argumentative essay because it involved all the steps of activities during teaching activities. The results indicated that the participants who were taught through process-approach outperformed the other group which is product-approach oriented group. However though it is not as much as the processes approach group participants, the product approach group of participants also showed an impressive improvement in their post-test exam. So, it would be unadvisable to conclude from the study's findings that product-approach is not a beneficial approach for writing teaching.

### **Recommendations**

The following recommendations were drawn with respect to this study. Firstly, English as a foreign language teacher should adopt process approach for improved performances. Secondly, preparatory school EFL teachers should be given trainings on how to use the Process Approach in writing classrooms. Lastly, enough time should be given to the writing classroom practices to enable students to participate well.



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